A teacher is the key figure in the building of a nation. The task of a teacher is transaction of knowledge imparting the skill and inculcation of values. The role of a teacher is very important for the development of the child. Unless the country has persons of proper temperament and ability as teachers, it cannot have citizens of great vision and character. God creates human being the shape of her image, the teacher fashions child in the shape of his/her own image.

Since ages, the teacher’s role is regarded as an important one not only in molding the personality of the child but also in shaping the society. At the same time it is important too realize that an incompetent teacher is much more dangerous to the nation. According to Patanker (1999) teachers shape the destiny of the nation in the classroom. They develop societies, indicate path of progress to the nation, and sustain the human aspects of existence. They nurture and cultivate humanistic, ethical and moral values among pupils. Due to technological progress and new visits of knowledge resulting from scientific innovations, the role of teacher is assuming new dimensions. According to Mathuri Shah (1994) “The teacher has an important, vital role to play in efforts to relate education to national development and social change. It is the responsibly of the teacher to guide and inspire students, to enrich his discipline, to inculcate values, which are in consonance with our cultural heritage and our social objectives.

The importance of the quality of teachers can not be overemphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges or universities. Actually the quality of a nation depends on the quality of its citizens, quality of citizens depends on the quality of their education and quality of education depends on the quality of their teachers.

Quality depends on a large number of factors. It is on the vision and leadership of the head of the institutions along with his committed team of teachers that the quality mainly depends. A teacher should have thorough understanding about the latest techniques and methods of transaction. He should constantly renew his knowledge, methodology and techniques.

The personal and professional qualities of a teacher influence their professional efficiency. More competent and committed teachers are required in the classroom because the best curriculum and the most perfect syllabus remain ineffective in the absence of a good
teacher. The teaching profession inherently certain well-known self-obvious and implicit obligations, commitments and expectations from its members.

Teacher education programmes prepare future teachers for lifelong learning and professionalism. To be professionals, teachers require a foundation of professional knowledge upon which to base instructional decisions. As professionals, teachers must base decisions on systematic knowledge foster enquiry and the discovery of new knowledge. Providing teachers with professional skills consisting of education (knowledge of) and training (skill in) called as education of teachers.

A teacher education programmes prepare a teacher as more mature and confident to perform his task more efficiently. Proper education to the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought and developed.

Dictionary of education C.V.Good (1973), defines teacher education as “All formal and in-formal activities and experience that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibilities most effectively”.

It is true that the nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher educators. Teacher educators play an inevitable role not as a mere transmitter of knowledge and culture but as a change agent also. They prepare the next generations, and it is the level of their commitment, devotion and dedication that determines the future society.

The National Council of Teacher Education (NCTE) came into being as a statutory organization in 1993 with a mandate to regulate teacher education in the country. Initial training of teachers (pre–service teacher training) is organized at the three levels, i.e. pre-primary teacher education, elementary education and secondary teacher education.

Pre primary teacher education is organized to prepare teachers for teaching pre-primary classes, i.e. Nursery and kindergarten. The minimum qualification for admission into the pre-primary teacher education programme is senior secondary examination, i.e., 12 yrs schooling. The duration of the course is one to two years. Pre-primary teacher training institutions are mostly unaided and private institutions.

Elementary teacher education is organized to train teachers mainly for primary classes from 1 to 5; DIET’s have been set up in all the states to prepare elementary level teachers. An important feature of these is DIETS not only providing pre-service teacher education, they also provide in-service education to teachers. Apart from DIET’s some other
teacher educational institutions e.g. CTES are offering pre-service teacher education at this level.

Colleges of Education prepare teachers to teach at secondary level and senior secondary level of education. Some university departments also offer this course. At this level, we have Government financed institutions of Education and self-financed colleges of education affiliated to the respective universities.

Teacher educators are like a burning lamp having burning oil for lighting the mind and hearts of pupil-teachers. To provide quality teacher education at the elementary and secondary level, teacher-educators have to maintain a high level of academic and professional competence so as to prepare the best teachers for our country’s schools. Unless, teacher educators are in a position to provide worthwhile experiences to our pupil teachers for realizing the stipulated teacher education objectives related to a particular type of teacher education course, the talk of any worthwhile quality teacher education would be futile by all means.

At this juncture of time, where unprecedented changes of knowledge and action manifest in all the diversions of worldly life, the role of teacher educators needs to take a positive direction. In other words, the need is to have quality teacher educators that mean, to have competent committed and willing to perform teacher educators.

PROFESSIONAL COMMITMENT OF TEACHERS

Quality of education is directly linked with quality of teachers. Up to 1950 there was no serious discussion on the quality of education and in those days it was commonly believed that teachers are committed to their profession.

Commitment is involvement and dedication; it is a teacher’s mental and physical effort. Commitment is the word used to distinguish those who are ‘caring’, ‘dedicated’ and who take the job seriously from those who put their own interest first. Commitment is a part of teacher’s affective or emotional reaction to their experience in an educational setting. It can be seen as a part of a learned behaviour or attitude associated with the professional behaviour of teacher. Professional growth and professional ethics should be the sole criteria for selection of career improvement of teachers. The success of teacher-education program solely depends upon teacher educators. Three aspects are necessary for the capacity building of teachers they are: a.) commitment; b.) confidence; and c.) competence.

Commitment can be measured from the following aspects:

- love for learning and learners
Impact of teachers work on changing society

Professional ethics

Excellence inside and outside the class, social/ institutions and outside the institution

Human values- honesty, loyalty to nation and objectivity.

A professional committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. A committed teacher acts as an active school-classroom manager, leader and organizer of the group activities, builder of pupil’s character and is often expected to undertake and promote learner activities. It is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession, punctuality, positive attitudes towards coworkers, enthusiasm, co-operation, honesty etc. can be viewed as the examples of commitment to basic human values.

THINKING STYLE OF TEACHERS

During the last few decades, there has been a radical change in every field on account of scientific inventions and technological advancement. To meet the challenges and requirements of this fast developing society, young people need to grow in the ability to think rationally and to express their thoughts clearly. Independent thinking, careful analysis and objective assessment contribute to the success in any field.

Thinking is one of the important aspects of one’s cognitive behaviour. Most often the comments like “think before you act” or “think before you feel” indicates that thinking provides the base on which not only our cognitive but also affective and conative behaviour depends.

According to Garrett, “Thinking behaviour which is often implicit and hidden and in which symbols like images, ideas, concepts are ordinarily employed.”

Thinking has a definite end or purpose. It is initiated to solve some difficulty or problem and ends in its solution. In the solution of the problems it does not resort to motor exploration but there is a mental manipulation of the objects, activities and experiences.

JOB VALUES OF TEACHERS

Value means something that has a price, something precious and dear. These are endeavors that satisfy need psychological as well as physiological. A job has the ability and power to redefine the value concept. A job has both intrinsic and extrinsic values. Intrinsic values are internal to the work, intrinsic rewards are like interesting work, sense of accomplishment and allows work to develop skills. Interesting work, feelings of
accomplishment and opportunities to learn are key components of what is valued in a job. Extrinsic values are those which have no utility of their own but are valuable only as long as we can use them to buy objects. The extrinsic rewards are pay, benefits, security and opportunity for advancement, recognition in social group. Job value depends on some aspects like psychological attachment i.e. employer commitment, employee commitment and respect.

TEACHERS’ EFFECTIVENESS

Teacher’s effectiveness is the ability and the interaction between the physical, intellectual and psychological interest of the students, content matters, ability of the teachers and the evaluative procedures. Teachers have the greatest potential to influence children’s education. Evidence from teacher’s effectiveness studies indicates that student engagement in learning is to be valued above curriculum plans and materials. Researches on teacher’s effectiveness have yielded a wealth of understanding about impact that teacher ability has on student growth. Students achieve more when teachers employ systematic teaching procedures. Effective teachers are those who spend more time on small groups of pupils and use systematic feedback with students about their performance. Teacher’s effectiveness can be defined as on “act of faith”. The most accepted criteria for measuring good teaching is the amount of student learning that occurs. A teacher’s effectiveness is about student learning. Teachers can present content and skills that will enhance the opportunities for students to learn.

Teachers also have limited control over many of the most important factors that impact students’ learning, including students’ attitudes, background knowledge of the course content, study and learning skills, time students will spend on their learning, their emotional readiness to learn, and on and on. Since there is clearly a shared responsibility between the teacher and the student as to what that student learns, and because many students are able to learn in spite of the teacher, while others fail despite all of the best efforts of a skilled practitioner, the definition of “teacher’s effectiveness” appears to be, as Derek Bok put it, “an act of faith” on the part of students and teachers to do their best.

Flanders and Simon (1969) defined the concept in terms of qualities like sense of humor, ability to explain, ability to understand, ability to manage class and helping and being fair with the students Rajgopalan (1976) described teacher’s effectiveness as an ability to produce and results. Thus, teacher’s effectiveness is the activity and our interaction between the physical, intellectual and psychological increase of the student and some given subject contrast, the ability of the teacher to relate the teaching activities to the development process of the learner and to their current and future interest and need.
SIGNIFICANCE OF THE STUDY:

There is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part. The progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions and the teachers are called the nation builders. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally. So, like various other professions, teacher education has assumed special significance. Teacher education is not only meant for teaching the teacher, how to teach but also to kindle his initiative to keep it alive to minimise evils of the “Hit and Miss” process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. NCTE (1998) has pointed out that teacher education programmes shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. A sound programme for professional education of teachers is essential for the qualitative improvement of education. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers. It is of vital importance that teacher educators should internalise their changing role and make themselves ready for this change. It is the role of teacher educators to prepare future teachers to be life long learners and educational workers to create a learning society. But, teacher educators can play such type of role effectively only if their own education is better and is imparted in a proper manner. Since the role of teacher educators is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in-service and orientation education.

Presently, India is having a large system of teacher education with more than 2,500 elementary teacher education institutions, colleges of teacher education and departments of education wherein more than 30,000 teacher educators are engaged in the preparation of school teachers. The NCERT organizes various professional development programmes for teacher educators in areas like student teaching, micro-teaching, research and evaluation activities, up gradation of teacher education curricula and so on. The UGC also implements
various teacher education programmes and offers financial support for conducting seminars, workshops and research projects for teacher educators. Despite all these efforts, there has not been any substantial improvement in this field. While there is clear and categorical recognition of the vital role that the teacher educators have to play in preparing school teachers in terms of professional competencies and commitments on their part, surprisingly, in the total enterprise of teachers, the most neglected group is the teacher educators themselves. In fact, there is little information about who these people are, what are their motivations to enter the field, their perceptions of the area of their work, their social origins and their world view. In this regard, Kohli (2005b) rightly remarked that the study of teacher educators remained an area that was neglected by researchers. Further, Raina (1998) strongly advocated that the research on teaching teachers stands in sharp contrast to research on teaching youngsters.

In the total enterprise of teachers the most neglected groups is the teacher educators themselves. Professional commitment in education in the modern sense is a recent arrival. Most of the teachers and lecturers lack in their dedications towards the profession which actually they should possess in order to which actually they should possess in order to comply with their commitment to the profession. A teacher should be professionally committed. The study of teacher educators in this context has remained neglected by researchers. Teaching is carried out in elementary and secondary schools and teachers are considered too important to be overlooked. But teachers of teachers – what they are like, what they think – are typically overlooked in studies of teacher education.

Very few research studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here. Goyal (1980) indicated that a large majority of teacher educators were favourably inclined towards their profession, satisfied in their job but not well adjusted as well as had low professional interest. Baugh & Roberts (1994) studied professional and organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment. Bogler & Somech (2004) examined the distinctive relationship of teachers’ professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the
professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers’ professional commitment. Choudhury (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction. Usha and Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction. From the aforesaid discussion, it is clear that there is acute shortage of studies related to professional commitment of teacher educators while studies on attitude towards teaching, job satisfaction level and other socio-psychological characteristics are abundant in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. None of the studies have been carried out on professional commitment of teachers of teachers. Hence, the present study was undertaken to find out different factors that influence professional commitment of teacher educators. Commitment was presumed to be a natural ingredient of teaching from its very beginning. NCTE (1998) emphasised the need for quality teacher education in terms of competency based and commitment oriented teacher education. It is presumed that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession. A normative view of commitment puts commitment as value-based and normative evaluation of organization related behaviours. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, the student characteristics such as opportunity to learn and academic work, the teaching factors such as lesson structure and communication, the learning aspects such as involvement and success and the class room phenomena such as environment/climate and organization/management. If the teachers take care of these factors, they can enhance their commitment level to the optimum. The
professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities. It was suggested that no single technique or method should be used for their appraisal; rather a combination of students’ ratings, administrator and peer ratings, systematic observations and performance tests should be employed for evaluating teacher educators functioning.

Effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. It is universally recognized that the onus of the quality of education of teachers rests squarely on the teacher educators. From the available literature on professional commitment of teachers and of teacher-educators, nothing is clear how teacher-educators stand in terms of their commitments as teachers. No verified knowledge comes to hand on the actual nature of professional commitment of the teacher educators from the study of said kind of literature. The need for the improvement and enhancement of professional commitment of teacher-educators is now universally emphasised and highlighted in educational circles and forums. How to effect its improvement to the optimum desirable degree is the formidable problem which teachers and educationists face. Hence, the present study was undertaken to assess the level of professional commitment of teacher educators and identify the factors responsible for declined commitment and dedication among teacher educators that consequently result in undesirable role played by them in teacher training institutions.

From the available literature on professional commitment of teachers and of teacher and educators nothing is clear how teacher educators stand in terms of their Commitment as teachers no verified knowledge comes to hand an the actual nature of professional commitment of the teacher educators from the study of said kind of literature virtually little is known, how the commitment of teacher – educators stands related to their cognitive, affective and conative characteristics and to their values and ideals of life. Since the majority of research studies of professional commitment have been done with technical and professional personnel in occupational settings other than education, so it is important for the benefit of the education that some fruitful researches should be done in this area of research.

Nothing is available to us in from the verified knowledge about the relationship of professional commitment of teacher educators to the thinking style, Job value and teacher’s effectiveness of teacher educators. In recent years it has been felt that there is dire need of professional commitment in teacher educators. The need for the improvement and enhancement of the professional commitment of teachers and teacher educators is now universally emphasized and highlighted in educational desirable degree is the formidable
problem which teachers and educationists face in our country. Hence, the investigator attempts to study the professional commitment of teacher educators in relation to their thinking style, job values and teacher’s effectiveness. In this research researcher also attempt to compare the professional commitment of teachers working in self-financing and Government financing teacher training institutions of Haryana.

TEACHER EDUCATORS

Teacher educators are the key players in the Endeavour to improve the quality of teacher education. They are role models. From them many teachers acquire the competences (knowledge, skills and values) that they deploy in the classroom. By modeling effective teaching strategies, teacher educators potentially play a key role both in maintaining and in improving the quality of the education system( through their impact on student teachers and serving teachers) and in developing it (through their role as developers and mediators of knowledge about education, and as educational innovators.)

So teacher educators are all those who actively facilitate the (formal) learning of student teachers and teachers. This includes those involved in the continuing professional development of teachers as well as those involved in the initial teacher education.

The three characteristics are necessity for the teacher educators they are:

1. Commitment
2. Confidence
3. Competence

1) **Commitment**: commitment of the teacher is reflects by the following factors

- Love for learning and learners
- Impact of teachers work on changing society
- Professional ethics
- Excellence inside and outside the class, institutions and outside the institution
- Human value- honesty, loyalty to nation and objectivity

2) **Confidence**: confidence building is very crucial for a successful teacher. “can do” and “will do” spirit makes teachers more confident. So a high aspiration with strong zeal makes the teacher a good achiever. What teachers know and can do is the most important influence on what students learn. A teacher with high level of confidence can bring excellence to his career. At present most of the teachers have no confidence in them and in their performance? The pathways for confidence building are-

- Interest to learn
To be member of learning society
Exposures to changes and innovations
Adaptability
Self assessment
Onward looking principles
A mission, further vision and goals realization

3) **Competencies:** a teacher must be proficient and efficient. These competencies are required for a successful teacher. As an educator competencies in the following areas are required.

- Contextual
- Conceptual (curricular, content and learning)
- Transactional
- Competency in teaching-learning material
- Competency in ICT, technology and industry resources
- Evaluation
- Management
- Societal or community contact

All these aspects help in the capacity building of teacher-educators.

**Teacher Educator and Commitment**

Many different kinds of people share responsibility for educating teachers, but it cannot be taken for granted that they share the same levels of commitment to Teacher Education, the same ideas about quality in teaching or a common system of professional value.

It is remarked that teacher education institutions are isolated from the community. The teachers that we find can be categorized under four heads as:

- Competent and committed teachers
- Competent and not committed teachers
- Forced teachers
- Teachers by chance but not by choice

The first category of teachers is the ideal that one should strive for. The second category of teachers has competencies but they do not have aptitude towards teaching; so they cannot do justice to their jobs. The third category of teachers in India is either rehabilitated or has been forced to be teachers without competencies and commitments. The
fourth category of teachers is teachers by chance. It is there last resort. So they never do justice to the profession at all.

The basic need of the day is to have a dynamic teacher. Teacher education should focus on the preparation of teachers who could facilitate the students to acquire knowledge, skills and competencies, which would help them to be agents of social change and transformation. So a teacher should play a proactive role in progress and development activities of the community.

STATEMENT OF THE PROBLEM:

“A STUDY OF PROFESSIONAL COMMITMENT IN RELATION TO THINKING STYLE, JOB VALUES AND TEACHER’S EFFECTIVENESS OF TEACHERS WORKING IN TEACHER TRAINING INSTITUTIONS OF HARYANA”

OPERATIONAL DEFINITIONS:

(i) Professional commitment:

Professional commitment is the urge of a teacher to update, strengthen and sharpen his professional competencies and to develop understanding and insight in different aspects of a profession.

(ii) Job Values:

Job value is something that satisfies psychological as well as physiological needs. It consist both intrinsic and extrinsic rewards.

(iii) Thinking style:

Thinking style is one which is often implicit and hidden and in which symbols like images, ideas and concepts are ordinary employed.

Thinking has a definite and or purpose. It is initiated to solve difficulty or problem and ends in its solution.

(iv) Teacher Effectiveness :

Teacher’s effectiveness is defined as the sum of all activities, both formal or informal, carried out by the individual or system to promote student growth and renewal.

(v) Teacher :

A person employed in an official capacity for a purpose of guiding and directing the learning experiences of pupils in an educational institutions whether Government or private. (Dictionary of Education, Carter V. Good, 1973).
(vi) **Teacher Training Institutions**

Teacher training institution means an institute of higher learning which provides the development of proficiency in skill and method of teaching to the member of teaching profession for professional preparation. An institute organizes extension work, offer diploma, courses and act as a cultural and training center.

Teacher training institutes are categories in two ways:

(vii) **Self-Financing Teacher Training Institutions**:

The Educational Institutes, which are controlled and managed by the self governing bodies. They do not get financial support from the government and are affiliated to University of the state and recognized by NCTE.

(viii) **Government Financing Teacher Training Institutions**:

The Educational Institutes, which are partially / fully controlled and managed by Govt. bodies. They get financial support from the government. The Government financing institutions are those colleges which receive financial support from the government in the form of 95 percent grant-in-aid and have partial control of Government and partial control of private management. They are also affiliated to University of the state and recognized by the NCTE. Government financing institutions of Education are those colleges which are run by Higher Education Department of the State in all respect (Financial and Administrative).

**OBJECTIVES OF THE STUDY**

O₁ To find the professional commitment of the teacher educators.
O₂ To study professional commitment of teachers working in self-financing teacher training institutions.
O₃ To study professional commitment of teachers working in Government financing teacher training institutions.
O₄ To find the relationship in professional commitment and teacher’s effectiveness of teachers working in teacher training institutions.
O₅ To find the relationship in professional commitment and job values of teachers working in teacher training institutions.
O₆ To find the relationship in professional commitment and thinking style of teachers working in teacher training institutions.
O₇ To compare the professional commitment of teachers working in self-financing and Government financing teacher training institutions.
O₈ To compare the professional commitment of male teachers working in self-financing and Government financing teacher training institutions.

O₉ To compare the professional commitment of female teachers working in self-financing and Government financing teacher training institutions.

O₁₀ To compare the professional commitment of male and female teachers working in self-financing teacher training institutions.

O₁₁ To compare the professional commitment of male and female teachers working in government financing teacher training institutions.

HYPOTHESES OF THE STUDIES:

Relation Between Professional Commitment And other Variables

H₁ There are no significant relationships between professional commitment and teacher’s effectiveness of teachers working in teacher training institutions.

H₂ There is no significant relationship between professional commitment and job values of teachers working in teacher training institutions.

H₃ There is no significant relationship between professional commitment and thinking style of teachers working in teacher training institutions.

H₄ There is no significant difference between professional commitment of teachers working in self-financing and Government financing teacher training institutions.

H₅ There is no significant difference between professional commitment of male teachers working in self-financing and Government financing teacher training institutions.

H₆ There is no significant difference between professional commitment of female teachers working in self-financing and Government financing teacher training institutions.

H₇ There is no significance difference between professional commitment of male and female teachers working in self-financing teacher training institutions.

H₈ There is no significance difference between professional commitment of male and female teachers working in government financing teacher training institutions.

DELIMITATIONS

(1) The present study will be restricted to teacher’s working in self-financing and Government financing teacher training institutes.
The present study will be delimited to the teacher training institutes of Haryana affiliated by K.U.K and M.D.U and institute of J.B.T./N.T.T. affiliated by SCERT of Haryana.

The present study will be confined to professional commitment of teacher educators as dependent variable.

The study will be delimited to comparing and finding relationship of professional commitment with job values, thinking style and teacher’s effectiveness.

The study will be confined to gender of the teacher educators and nature of the institution as demographic variables.

METHOD OF THE STUDY

As the present study aims to study the professional commitment, thinking style, teachers’ effectiveness and job value of teacher educators, the descriptive survey method is used for this purpose. Because it is considered as one of the best method in education, it describes the current status of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problems.

VARIABLES:

In the present study, variable like teacher effectiveness, job value, thinking style and demographic variables like gender, nature of the institution were considered as independent variables and professional commitment is considered as the dependent variables.

POPULATION AND SAMPLE OF THE STUDY

The population for the present study was all those teachers who are teaching in teacher training institutions of the Haryana State. All teachers teaching in teacher training institutions of Haryana state constituted the population of the study for the prevent investigation.

Sampling Procedure

Sample: Sampling was done in order to get institution representation and teacher representations. The sample for this study consisted of 350 teachers educators working in M.Ed./B.Ed. colleges and DIETs of Haryana state. Firstly colleges were selected on the basis of their type. Two districts were selected from each of the four divisions of Haryana. The selected districts were Panipat and Kurukshetra (Ambala Division), Rewari and Gurgaon (Gurgoan Division), Jind and Bhiwani (Hisar Division) and Rohtak and Jhajjar (Rohtak Division)
Selection of the Institutions

To select the institutions, list of teacher training institutions was collected from Maharshi Dayanand University, Rohtak and Kurukshetra University, Kurukshetra. List of DIETs of Haryana state was collected from State Council Education Research and Training, Gurgaon. The government institutions were very few so all of them were selected for the study. In this way total 30 government financing institutions were selected from which 10 were DIETS institutions. From these institutions, sample of 150 teachers educators were taken for the study. The self-financing institutions were selected randomly from the list of institutions from the selected districts. After that from the prepared list, all teachers teaching in selected institutions were form the sample of 200 teachers of self-financing institutions.

Sample Details

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Districts</th>
<th>No. of Institutions</th>
<th>No. of teacher educators</th>
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</thead>
<tbody>
<tr>
<td>Govt./Govt.-financing institutions</td>
<td>Located in various districts</td>
<td>30</td>
<td>150</td>
</tr>
<tr>
<td>Self-financing institutions</td>
<td>Kurukshetra</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Panipat</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Rewari</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Gurgaon</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Jind</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Bhiwani</td>
<td>10</td>
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<tr>
<td></td>
<td>Rohtak</td>
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</tr>
<tr>
<td></td>
<td>Jhajjar</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

Fig.3 Sample of the Study
Sample (200)

Teacher Educators of Self-Financing Institutions (200)

Teacher Educators of Govt./Govt. Aided Institutions (150)

Male Teacher educators (88)
Female Teacher educators (112)

Male Teacher educators (88)
Female Teacher educators (90)
For all kinds of research, an investigator requires certain instruments together factual data to explore new horizons/fields. The selection of suitable tool is of vital importance for good quality of research. Keeping in view the nature and need of the present study, the following tools were considered appropriate and later employed to collect the data.

<table>
<thead>
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<th>S.No.</th>
<th>Variable</th>
<th>Tools</th>
<th>Prepared by</th>
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<tr>
<td>1</td>
<td>Professional Commitment</td>
<td>Professional Commitment Scale (PCS)</td>
<td>Kanchan Kohli</td>
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<tr>
<td>2</td>
<td>Job Value</td>
<td>Job Value Questionnaire (JVQ)</td>
<td>Seema Sanghi</td>
</tr>
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<td>3</td>
<td>Teachers’ Effectiveness</td>
<td>Teachers’ Effectiveness Scale (TES)</td>
<td>Dr. Pramod Kumar and Dr. D.N. Mutha</td>
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<tr>
<td>4</td>
<td>Thinking Style</td>
<td>Thinking Style Questionnaire (TSQ)</td>
<td>Investigator himself</td>
</tr>
</tbody>
</table>

**PROCEDURE OF DATA COLLECTION**

**Visit to various Institutions**

The researcher went round to different institutions of eight districts viz. Kurukshetra, Panipat, Rewari, Gurgaon, Bhiwani, Jind, Rohtak, Jhajjar. The investigator contacted to the head of the institutions in order to explain the purpose and importance of the study. After meeting personally with the Principals/heads of the colleges/institutions, the researcher told them that for the study the sample should contain male and female teacher educators. The head of the institutions were kind and cooperative enough to provide suitable information. The investigator asked them to arrange a half an hour meeting with their faculty members or to give dates for meeting on some other day.

**Meeting with the Teacher Educators**

In the meting with the faculty members of the institutions, the researcher explained them the purpose and importance of the study for the field of education. The researcher also mentioned them the information regarding to the tolls used in the study. The information about the test items, precautions, time taken etc. was explained. Most of the teacher educators were kind and supportive. All the queries regarding the tools were sort out in the meting. Then the set of all tools were hand-overed to them and requested them to fill the tools with in the fifteen days.
Second Visit to the Institutions

After twenty days the researcher visited the institutions second time. The purpose of the second visit was to collect the set of all tools given to the teacher-educators of the institution. The filled questionnaires were collected from them by the researcher. The same procedure was adopted in each institution/education college.

STATISTICAL TECHNIQUE USED:

In order to measure the correlation between the various variables of the study, Karl’s Pearson’s Product moment ‘r’ was calculated using the SPSS Software. To measure the significance of difference between the means and analyzing the data different statistical Techniques such as mean standard deviations and “t”- ratio were employed.

MAJOR FINDINGS OF THE STUDY

On the basis of the analysis and interpretations in the previous chapter the following findings have been drawn out:

Professional Commitment of the Teacher working in the teacher training institutions

It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent are less committed.

Professional Commitment of the Teacher working in self finance teacher training institutions

It has been found that out of 100, 46 percent teachers of self finance teacher training institutions are highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed.

Professional Commitment of the Teacher working in the Govt./Govt. aided teacher training institutions

It has been found that out of 100, 16 percent teachers of Govt./Govt. aided teacher training institution are highly committed to their profession while 43 percent has been found to be moderately committed and 41 percent of them are less committed.

Co-Relation between Professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions

There is significant positive correlation exists between the professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions
Co-Relation between Professional commitment and job value of the teachers working in teacher training institutions

There is non-significant correlation exists between the professional commitment and job value of the teachers working in teacher training institutions

Co-Relation between Professional commitment and Thinking style of the teachers working in teacher training institutions

There is significant positive correlation exists between the professional commitment and thinking style of the teachers working in teacher training institutions

Comparison of professional commitment of the teachers working in teacher training institutions on the bases of the type of the institutions-

There is significant difference in the professional commitment level of the teachers working in self finance and Govt./Govt. aided teacher training institutions. Teachers of self finance institutions are more committed to their profession than teachers of Govt./Govt. aided institutions.

Comparison of professional commitment of male teachers working in teacher training institutions on the bases of the type of the institutions-

There is significant difference in the professional commitment level of the male teachers working in self finance and Govt./Govt. aided teacher training institutions. Male teachers of self finance institutions are more committed to their profession than the male teachers of Govt./Govt. aided institutions.

Comparison of professional commitment of female teachers working in teacher training institutions on the bases of the type of the institutions-

There is significant difference in the professional commitment level of the female teachers working in self finance and Govt./Govt. aided teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the female teachers of Govt./Govt. aided institutions.

Comparison of professional commitment of teachers working in self finance teacher training institutions on the bases of their Gender-

There is significant difference in the professional commitment level of the male and female teachers working in self finance teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the male teachers of self finance institutions.
Comparison of professional commitment of teachers working in Govt./Govt. aided teacher training institutions on the bases of their Gender-

There is significant difference in the professional commitment level of the male and female teachers working in Govt./Govt. aided teacher training institutions. Female teachers of Govt./Govt aided institutions are more committed to their profession than the male teachers of Govt./Govt. aided institutions.

CONCLUSIONS:

Careful analysis and interpretation of the results discussed above has revealed following conclusions:

Professional Commitment of the Teacher working in the teacher training institutions

It is revealed in the major findings of the study that teacher educators of Haryana state are moderately committed to their profession as the percentage of moderate level of the commitment is highest. Further the study revealed that the percentage of highly committed teachers in self finance teacher training institutions is much more than the percentage of highly committed teachers of Govt. financed institutions. The professional commitment of the teacher educators of self financing institutions is high in comparison to that of Govt. financed institutions. Reasons may be that in this age of competition every teacher wants to excel in his/her job and contributes to the maximum in order to gain respect. The most of the teacher educators of self financing institutions belonged to the young generation. They have youth zeal and enthusiasm for the profession. May be due to this reason they have high professional commitment than that of Govt. teacher educators. Many foresaid researches also concluded that the age factor has positive impact on the commitment of the profession.

Co-Relation between Professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions

It was found in the major findings that the positive significant co-relation was found between professional commitment and teacher’s effectiveness of the teachers working in teacher training institutions. As teacher’s effectiveness of the teacher educators increases their professional commitment also increase and vice versa. The effective teacher always remain positive to adopt various methods of disseminating knowledge and the commitment of the teacher for teaching is assessed by the commitment of the teacher for learning. If the teacher effectively plays their role they will be in a position to fulfill the educational objective and national goals. If a teacher is aware about the new techniques, classroom management, instructional strategies and professional values, he will give his best efforts to the profession and he will be more committed to his profession.
Co-Relation between Professional commitment and job value of the teachers working in teacher training institutions

The study revealed that the non-significant co-relation was found between professional commitment and job value of the teachers working in teacher training institutions. As job value has no impact on the professional commitment of the teacher educators. The relationship between them is negligible. It is found in the research that the professional commitment is not significantly co related with the job value of the teacher educator. Job value covers the intrinsic and extrinsic value of job of a person. The present system of self financing college of education does not accord their teachers proper economic and social status, opportunities for professional and career development, initiative for innovation and creative work technique and value system to fulfill their role and responsibilities. But in the findings the teachers of self financing teacher training institutions found more committed to their profession, all negative aspects of these institutions do not influence the commitment of teachers. So it may be conclude that commitment of a teacher has no significant relationship with the job value of the profession.

Co-Relation between Professional commitment and Thinking style of the teachers working in teacher training institutions

It is concluded from the major findings of the study that the positive significant co-relation was found between professional commitment and Thinking style of the teachers working in teacher training institutions. As thinking style of the teacher educators increases their professional commitment also increase and vice versa. The result indicates that the professional commitment of teacher educators is significantly correlated to their thinking style. The style of thinking of the teacher effects the teaching techniques of the teacher he adopts for his students. Thinking style enables them to employ ways of teaching that better suits to students’ style of thinking. If the teacher is of global thinking he would be advantageous and have wide outlook for his profession. Teachers belong to the executive style of thinking would be more laborious and choosy for their instructional strategies. If teacher’s thinking style skews towards liberal thinking style than he always be ready to adopt new challenges and changes. The professional commitment is depending on the thinking pattern of an individual. “What a person will think”, “he will do”, that means our execution of activities depends on the way we think. Thinking is the factor which influences the quality of the teaching and the quality of the learning depends on the quality of a teaching. It seems appropriate to conclude that the teacher’s professional commitment depends on the thinking style of the teacher. The teacher will be high committed to the profession if he possesses the
positive characteristics of the thinking style. Our acts are always directs by the instructions of our mind. If we will think positively then we will act positively. Healthy thinking will enhance the commitment for the profession.

**Comparison of professional commitment of male/female teachers working in teacher training institutions on the bases of the type of the institutions**

Male teachers of self finance teacher training institutions were found to have significantly high commitment to their profession than the male teachers of Govt. financed teacher training institutions. Female teachers of self finance teacher training institutions were found to have significantly high commitment to their profession than the female teachers of Govt. financed teacher training institutions. The self finance colleges of education have management which wants hard work and commitment from the employees. The management keeps regular watch on the activities and role of theirs in enhancing the position of the institutions in the society. Their regular attention keeps teacher educators of self finance colleges alert and committed to their profession. In other hand the teacher educators of the Govt. financed institutions are more secure for their job which makes them inactive and less experimental.

**Comparison of the professional commitment of teachers teaching in teacher training institutions on the basis of gender**

This study reveals that the gender factor has impact on the professional commitment. The female teacher educators of the self financing and Govt./Govt. aided teacher training institutions have high commitment towards the teaching profession than that of the male counterpart. The female teacher educators of the self financing institutions have high significant professional commitment than that of the male teacher educators. The reason behind this difference in the self finance institutions is may be due to the professional conditions and situations of the self financing institutions. May be the male teachers would not come up with the serving conditions of these institutions. The little institutional support, job-insecurity, lack of other facilities, lack of external funding adversely effects the commitment of an individual for his profession. May be the male teacher educators are not satisfied with their profession due to these drawbacks of these institutions. They may be not able to adjust to the situations and always looks for the better perspectives of the profession. The job satisfaction is key factor for enhancing the professional commitment of the teacher. May be due to such reasons the male teacher educators have less professional commitment than that of the female counter part.
All these findings urge that as the professional commitment level of teacher educators in Haryana is moderate and factors like Gender and type of institutions seems to have an impact on their professional commitment level. There is a need to enhance the professional commitment level of teacher educators so that they can give their optimum to their students.

**DISCUSSION OF THE FINDINGS**

The present study was conducted with the respect to professional commitment, thinking style, teachers’ effectiveness and job value of teachers working in teacher training institutions. The findings of the present study are in consonance or in contrast with the findings of the following studies in the area and hence are supported by the empirical evidence also.

The findings of the present study that the professional commitment of the teacher is moderate and hence consonance with the findings of Vishal Sood and Anand Aarti (2010) who found that the professional commitment of the teacher educators should need the improvement. They concluded in their study that the teacher educators should be provided healthy academic environment in the training colleges so that they can feel satisfied and comfortable. The teacher training institutions should give the teacher educators opportunity to attend orientation programmes refresh courses, workshops etc.

This will help in updating their knowledge, skills and competencies and ultimately will result in enhanced commitment to their profession. In this regard, the Maheshwari (2003) also recommended that the professional development programmes like seminars and refresher courses could help teachers to become professionally more committed.

The present study reveals that there exists significant relation between professional commitment and teacher’s effectiveness which is in consonance with the study of Prakasham (1988) in which he conclude that the positive correlation exist between the teacher’s effectiveness and teaching commitment. In this regard Liang-Chih Chang (2007) also concluded that teaching and professional commitment is positively correlated with the job satisfaction and teachers effectiveness. He conducted this research on nurses of the Taiwan hospitals.

The present study shows that there is significant relationship between the job values and professional commitment of teachers which is not in consonance with Koslosky (2001) who concluded that work values of teachers and commitment of teachers has positive relationship but it is in consonance with the findings of the Cole(1999). He conducted in his research that in Canada he found that in order to become a teacher educator’s people left jobs with more money, security, support, status and credibility.
The present study reveals that the thinking style is positively related to the professional commitment is in consonance with the Kauffman (2003) who concluded that the thinking styles effect the vocational choices of the individual positively. In this regard Palut (2003) also revealed that the teachers have different thinking styles which vary in individuals. These thinking styles affect positively the teaching procedure. Fer (2007) also examined the impact of thinking styles on student teachers on the bases of gender and age. He concluded that the thinking style varies and effect the profession. The present study reveals that significant difference found in professional commitment of the male and female teachers of self financing teacher training institutions which is in consonance with the study of Arti (2010) who found that significant differences were found in professional commitment of B.Ed teacher educators with regard to gender, marital status and teaching experience. But it is not in consonance with the study of Sipple (1996) who revealed that gender is not significantly associated with the teachers commitment. The present study reveals that insignificant difference found in professional commitment of the male and female teachers of Govt. financed teacher training institutions which is in consonance with the conclusion of the Anita Sharma (2008). In the study she conclude that age wise, gender wise and faculty wise differences produce no difference in commitment among teachers. This is also in consonance with the study of Sipple (1996) who concluded the gender is in-significantly associated with the teacher’s commitment.

EDUCATIONAL IMPLICATIONS

The present study is of very much importance to educational thinkers, teachers psychologists and others who are concerned with the sphere of education. The teacher educator are key actor for the quality in education. As Snoak et al. have pointed out:

“When the general consensus is that teachers are the most important in school factor influencing the quality of their pupil’s learning, it seems appropriate to assume that teacher educators are an important factor influencing the quality of the learning of student teachers. The issue of the quality of teacher educator than becomes an issue of paramount.”

Teacher’s professional commitment has been identified as one of the most critical factors for the future success of education and schools.

- Teacher commitment is closely connected to teacher’s work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on student’s achievement in, and attitude towards school.
Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their professional commitment to the job.

As this study reveals that the professional commitment of self finance employers is higher than that of Govt. financial. It is may be due to the pressure and greed for future perspectives that enhance their professional commitment whereas the feeling of job security and no scope for future incentives makes Govt. teachers educators has enthusiastic and less committed to their profession. Regular seminars and workshops should be organized to keep them involve in the new advancements of the education.

It is clearly evident that the professional commitment is positively related to the thinking style and teacher effectiveness of the teachers. If a teacher will be highly committed to the profession than the teaching will be more effective and vice versa. A healthy and growing environment is needed to keep the thinking of the teachers healthy and fruitful.

The result tend to confirm that the effective teacher have been found to be more professionally committed than the non-effective teacher. Professional commitment is the result of various attitudes possessed by him towards his job. These attitude may be related with factors like wage structure, conditions of work, advancement, opportunities, promptness in grievance settlement, fairness in treatment by the employer and other fringe benefits. The effective teachers having healthy thinking style that is who have been able to use up to the expectations of their pupils, their colleagues, their management and their self, would find themselves more satisfied and professionally committed.

The nature of the institutions also influence the professional commitment of the teacher as the organizational climate, future perspectives, incentives and nature of duties responsibilities are very in private and Govt. Institutions.

A teacher educator is responsible to prepare the teachers for the society. A teacher today has to play a definite role to moderate the society. The teacher needs to be conceived as a “change agent and not a mere transmitter of the knowledge and culture. She can work wonders provided they are satisfied with their jobs. Research reveals that the commitment of teacher educators depends on various factors like thinking style teaching effectiveness, professional values, incentives and enthusiasm respectively in their everyday teaching-learning situations.
The professional development programmes like seminars and refresher courses could help teachers to become professionally more committed. There is a dire need that regulatory bodies in the field of education like NCTE and affiliating universities should strictly initiate steps to enforce rule and regulations for the welfare of the teacher educators. Healthy academic and organizational climate, more salaries and other facilities might enhance commitment among teachers. The policymaker might strengthen the coherence of the profession by taking initiative and creative steps. They should introduce professional standards, systems of registrations, etc for members of the teacher educator profession. They should define a common set of core competences for teacher educator. They should work to strengthen relationships between teacher’s educational institutes and other educational institutions. These initiations will be a great boon and boost for enhancing the professional commitment among teacher educators.

**SUGGESTIONS FOR FURTHER RESEARCH**-

Some suggestions for further research can be given keeping in view its limitations and findings.

1. Similar studies can be carried out at secondary and other fields of higher level of education.
2. A comparative study of professional commitment and teaching aptitude of M.Ed. students and working educators can be made.
3. A study of relationship of professional commitment and job satisfaction of teachers can be made.
4. A study of relationship of professional commitment and self concept can be made.
5. Large study may be conducted on comparison bases of different states.
6. This study can also be done on primary school teachers.
8. A comparative study of professional commitment of Teacher educators and lectures of other higher institutions can be made.
9. A relationship study of professional commitment and general teaching competency of Teachers can be undertaken.
10. Relationship professional commitment and organizational climate. Some other studies covering different level of education socio-economic status, setting (urban, rural) and age of the teacher could be undertaken for further studies.